

Standard 3-2: The student will demonstrate an understanding of the exploration and settlement of South Carolina and the United States.

3.2.2 Summarize the activities and accomplishments of key explorers of South Carolina, including Hernando de Soto, Jean Ribault, Juan Pardo, Henry Woodward, and William Hilton. (H, G)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

Previously in third grade, students learned about the motives behind the exploration of South Carolina by the English, the Spanish, and the French (3-1.1).

In the future, fourth grade students will study Hernando de Soto (4-1.2), use a map to identify the routes of various sea and land expeditions to the New World and summarize the discoveries associated with these expeditions (4-1.3). In fourth grade, students will also learn about the exchange of plant life, animal life, and disease that resulted from exploration (4-1.4). In sixth grade, students will learn about the Columbian Exchange and how people in regions that were part of the exchange were affected by exploration (6-6.3).

It is essential for students to know: Several explorers traveled through or established temporary settlements in South Carolina because of the national rivalry over land claims in the New World.

Hernando de Soto explored for Spain in search of gold and slaves. He and his men traveled north from Spanish Florida, and encountered Native Americans in South Carolina. However, he did not establish a permanent settlement in South Carolina. Instead De Soto traveled extensively throughout the Southeastern United States in search of riches.

Jean Ribault, exploring for France, came to South Carolina to compete with the Spanish for land in the New World. After arriving in Port Royal Harbor, which he named, he and his men built a fort. Located on present day Parris Island, Charlesfort provided protection to the colonists that Ribault left behind. Eventually the settlement at Charlesfort failed and the surviving colonists returned to France. The French never again attempted to settle in South Carolina.

Juan Pardo, exploring for Spain, arrived at Parris Island and claimed the land for Spain. He re-named the land Santa Elena and used it as a base from which he explored the interior of South Carolina. Juan Pardo tried to make friends with the Native Americans because the Spanish were beginning to see how trade with the Native Americans could be beneficial.

Henry Woodward arrived on the English ship Carolina which landed at Bull's Bay. Woodward's group established the first English settlement in South Carolina on the Ashley River and named it Charles Fort. Woodward traveled and explored the interior of South Carolina for England. Woodward traded with the Native Americans and tried to pave the way to honest, friendly relations with them.

William Hilton was also from England. Hilton was hired by English settlers in Barbados to explore the coast of present day South Carolina to find more lush land for plantations. He claimed the area now known as Hilton Head for England. Later English migrants from Barbados became an important part of the English colony of South Carolina

It is not essential for students to know the story of De Soto's encounter with Native Americans at the town called Cofitachequi. He was treated graciously, but left unhappy because he did not find gold and

other riches. De Soto took the Queen of Cofitachiqui with him as a captive. She later escaped and returned to Cofitachequi. Students do not need to know the details of the Charlesfort settler's trip back home to France or of the voyages of Woodward and Hilton.

Assessment Guidelines: Appropriate assessment of this indicator would require students to *summarize* the experiences and accomplishments of de Soto, Ribault, Pardo, Hilton, and Woodward; therefore, the primary focus of assessment should be to generalize the parts of their journeys that had lasting consequences. However, appropriate assessments should also require students to *identify* the goals of the individual explorers; *illustrate* parts of their experience using words, pictures, or diagrams; or *classify* them by their mother country.